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STUDENT VOCATIONAL SURVEY.
OHIO STATE DEPT. OF EDUCATION, COLUMBUS

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PROCEDURES FOR DETERMINING STUDENT INTEREST IN A VOCATIONAL EDUCATION PROGRAM ARE DESCRIBED. A PLANNING CHECK SHEET, AN ORIENTATION CHECK SHEET, A TABULATION PROCEDURE, AND A REPORT FORM ARE INCLUDED FOR USE OF SCHOOL SYSTEM PERSONNEL ENGAGED IN A VOCATIONAL SURVEY. THE APPENDIX INCLUDES A STUDENT VOCATIONAL INTEREST QUESTIONNAIRE, AN INTERPRETATION KEY, SUGGESTIONS FOR USING THE QUESTIONNAIRE, AND AN OVERVIEW OF THE PROCEDURES FOR CONDUCTING A VOCATIONAL EDUCATION COMMUNITY SURVEY. A NEWSPAPER ARTICLE, AN ANNOUNCEMENT, AND SPEECH OUTLINES ARE INCLUDED FOR USE IN PROMOTING AND ADMINISTERING A SURVEY. (JM)

ED014532

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OFFICE OF EDUCATION

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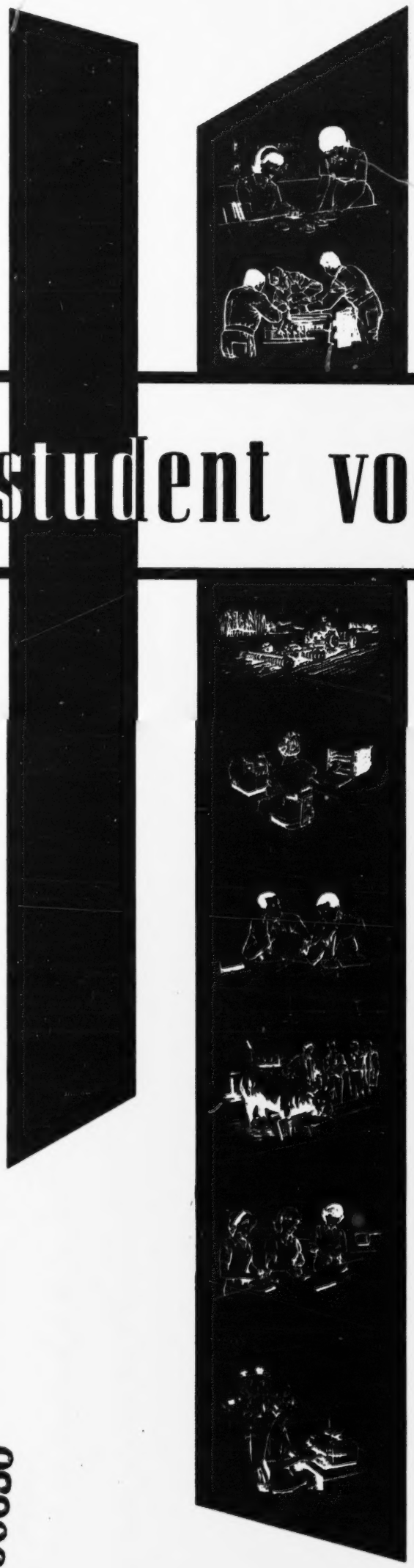


student vocational survey

VT00650

DIVISION OF GUIDANCE AND TESTING
State Department of Education
751 Northwest Boulevard
Columbus, Ohio 43212
October, 1965

A

PREFACE & INTRODUCTION

PREFACE

One of the major concerns of school administrators and boards of education today involves the development of vocational education curricula which will provide for the needs, interests, and capabilities of students and, concurrently, provide training which is realistic in terms of anticipated employment needs and opportunities in the community, area, or state. Certain identifiable conditions need to be met before the initiation or expansion of any vocational education program can be justified. Questions such as the following must be satisfactorily answered in order to determine whether program development is feasible and the direction it should take:

1. What is the occupational pattern of the community (or the labor market served by the schools in question) and what shortage occupations exist or are anticipated which might be met by vocational education?

2. Will area employers hire graduates of vocational courses? Will they hire cooperative part-time students during training?

3. Does the school possess, or can it acquire, the necessary facilities, staff and equipment for vocational courses under consideration?

4. If vocational courses are added to the curriculum, is there an adequate supply of qualified, interested students to enroll in the courses offered?

The Division of Vocational Education, in cooperation with the Division of Guidance and Testing, has developed procedures for conducting Vocational Education Community Surveys. It is intended that such Surveys be utilized by interested communities or areas to help answer the above questions and thus determine the feasibility of initiating or expanding vocational education services.

This publication has been developed by the Division of Guidance and Testing for the specific purpose of describing procedures for gathering information relative to the fourth question above -- that of determining student interest in a vocational education program.

John G. Odgers

John G. Odgers, Director
Division of Guidance & Testing

JGO:mk
November, 1965

INTRODUCTION

This publication is intended to serve as an aid in helping schools plan for, administer, and report the results of the Student Orientation and Student Vocational Interest Questionnaire phases of the Vocational Education Community Survey. Each participating school will receive a copy of this booklet which it may retain to use as a guide, as well as to serve as a permanent record of the results of its school survey.

Procedures and suggestions for conducting the Student Orientation and Questionnaire phases of the Survey are explained in separate sections. It is recommended that school counselors, or other school officials, assigned the responsibility for these aspects of the Survey be thoroughly acquainted with them.

In the Appendix is an overview of the various aspects of the Vocational Education Community Survey. This overview shows how the Student Orientation and Questionnaire phase fits into the total effort. Also included are some suggestions for using the results of the Student Vocational Interest Questionnaire in counseling with students, a copy of the Questionnaire, and public relations materials that may be used by local counselors.

B

PLANNING SHEET

County_____

PLANNING CHECK SHEET

The following check sheet has been designed to insure that all necessary steps are taken in the planning of this survey.

I. STATE DEPARTMENT COORDINATOR_____
Div. of Guidance & Testing, 751 N.W. Blvd., Columbus, Ohio 43212 Phone: (614) 469-2103

COUNTY CHAIRMAN_____
Address_____
Home Phone:_____ Office Phone:_____

II. IMPORTANT DATES
- a) Survey dates. From_____ to _____
- b) Final date that all reports must be returned to Division of Guidance and Testing by local chairman. _____
- c) Location_____ and date_____ of first orientation meeting.
- d) Dinner meeting date. _____

III. RESPONSIBILITIES OF THE CHAIRMAN
- a) To arrange meeting dates and schedule of schools to be visited.
- b) Coordinate selection of local counselors for Survey Team.
- c) Reproduce survey questionnaires in quantity sufficient for all tenth and eleventh grade students in survey.
- d) Hold pre-planning meeting (if necessary) to acquaint counselors with purpose and procedures of this study.
- e) Prepare summary sheets for survey dinner presentation.

IV. STUDENTS
- a) All sophomores and juniors will be given orientation and will complete the questionnaire.
- b) Some students may be asked to assist in questionnaire tabulation.
- c) A qualified projectionist should be available to show filmstrips.
- d) A student should be responsible for operating the tape recorder or record player.
- e) If possible projectionist and operator of tape recorder/ record player should make a trial run to help insure a smooth operation.

V. TIME REQUIREMENTS
- a) Orientation will take approximately 45 minutes.
- b) Completion of the questionnaire will take approximately 35 minutes. Note: The school should allow 1 1/2 hours for the entire presentation.

c) Orientation program should begin first period in morning or first period after lunch.

VI. PHYSICAL FACILITIES

a) A room or auditorium large enough to seat all juniors and sophomores at one time.
b) If writing space is not available students should be asked to bring notebooks and soft lead pencils to presentation.
c) Table for filmstrip projector.
d) Electric outlet and extension cord if necessary.
e) Microphone (if necessary).
f) Filmstrip projector.
g) Tape recorder and arrangements to connect to P.A. system if necessary.

VII. FIRST DAY'S SCHEDULE

Morning - Selected counselors will observe state representative present orientation, administer questionnaire, and tabulate results. A brief discussion will be held following the morning session to discuss procedures with counselors.

C OR-ENTAT-ON & ODJEST-ONZA-RE ADM-N-STRAT-ON

ORIENTATION CHECK LIST

I. Prior to Presentation

_____1. Space large enough to seat all sophomores and juniors.

_____2. Table for filmstrip projector.

_____3. Electric outlet (and extension cord if needed).

_____4. Microphone (if needed).

_____5. Screen.

_____6. Tape recorder or record player tested for volume.

_____7. Filmstrip placed in projector and focused.

_____8. If Student Vocational Interest Questionnaire is to be administered in the orientation area, students should be notified to bring notebooks or other suitable writing surface if writing space is not available.

_____9. A plan for passing out and collecting questionnaires should be thought through.

II. Presentation (Discussion Points)

1. Survey requested to determine needs for vocational education in this area.

2. We would like to motivate you to think about your future occupational choice. This morning we will show you filmstrips about the five vocational areas to stimulate your thinking.

3. There is a real need for more people to obtain vocational training.
   a) There is a greater demand for technicians.
   b) By 1970 one third of the labor force will be women--one half will be married. Presently 20 million women are working.
   c) New products and production methods increase the need for better trained people in the labor market.
   d) Population and knowledge explosion is increasing need for better trained people.

4. Look at this filmstrip closely and be thinking how one of these vocational areas may be able to meet your educational needs.

5. Show filmstrip and play tape.

Suggestions for Administration of the Student Vocational Interest Questionnaire

1. The administration of the Student Vocational Interest Questionnaire should follow the orientation program.

2. Make certain the group is at ease and that the students understand that the questionnaire is not a "test". It is an inventory of their interests and vocational plans.

3. Point out that there are no "right" or "wrong" answers - that everyone should express their interests and choices as sincerely and carefully as possible.

4. Stress that it will be necessary to move right along in order to complete the questionnaire during time available.

5. Pass out the questionnaire and answer sheets.

6. Have the students check to see if they have all pages of the questionnaire booklet.

7. Read the purpose of the questionnaire (top of page 1 of questionnaire booklet).

8. Read the Directions for completing the questionnaire (Use item 1 on page 2 for an example).

9. Explain the Training and Vocational Choice Record (back side of answer sheet).

    a. Describe how to check appropriate answers under the "What Are Your Plans?" section.

    b. Cover item 6 and emphasize that if they answered "Yes" they are to indicate the vocational course they would like in high school by marking a "1" for first choice and a "2" for second choice. If they checked item 6 "No" they are NOT to select any courses.

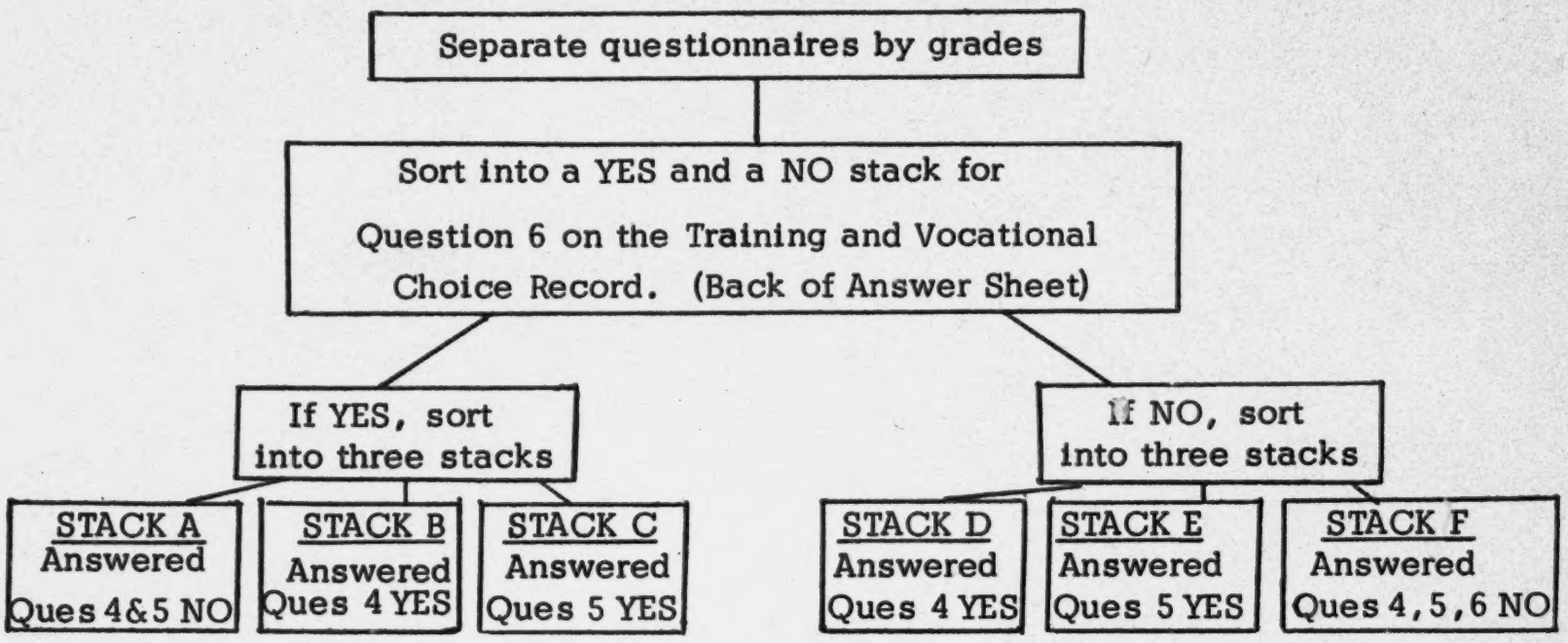
10. Indicate that if they have any questions during the completion of the questionnaire, raise their hand for help. Questionnaires will be collected when all students have completed them.

11. Collect questionnaires from junior and sophomore classes separately.

D

TABULATION & REPORTING

VOCATIONAL SURVEY TABULATION INSTRUCTIONS


Separate questionnaires by grades
Sort into a YES and a NO stack for Question 6 on the Training and Vocational Choice Record. (Back of Answer Sheet)
If YES, sort into three stacks
If NO, sort into three stacks
STACK A Answered Ques 4&5 NO
STACK B Answered Ques 4 YES
STACK C Answered Ques 5 YES
STACK D Answered Ques 4 YES
STACK E Answered Ques 5 YES
STACK F Answered Ques 4,5,6 NO

After sort is completed:

1. Count the number of questionnaires in each stack (A, B, C, D, E, F) and record on the Student Educational Interest report form.

2. Check the appropriate group letter (A, B, C, D, E, F) in the box at the top right-hand side of the answer sheet.

3. Stacks D, E, and F may be set aside as no further tabulation of them is necessary.

> Repeat the entire above process if only six students are involved and if only one grade level was tabulated

4. Combine sophomore and junior A, B, and C questionnaires.

5. On the Training and Vocational Choice Record side of the answer sheet, students have indicated first and second choices of vocational courses by a "1" and "2". Record these (by number) in the box on the front side of the answer sheet.

6. Separate into stacks for appropriate courses indicated as first choice.

7. Use scoring stencil to check the consistency of student interests with course selection. Course selection is considered consistent with interests where half or more of the interest items are marked "L". The number of "L" responses needed for interests to be rated as "consistent" will be indicated on the scoring stencil.

8. In the box on the front of the answer sheet, circle "C" if consistent or "I" if inconsistent.

9. For each vocational course, tabulate the number of Consistent or Inconsistent first choice selections on the Vocational Course Selection report form.

STUDENT VOCATIONAL INTEREST QUESTIONNAIRE REPORT FORM

School _____

Student General Interest

Student Choice	10th Grade	11th Grade	Total
A. Vocational Training	____	____	____
B. Vocational Training and College Plans	____	____	____
C. Vocational Training and Educational or Training Plans other than College	____	____	____
D. College Plans	____	____	____
E. Educational or Training Plans other than College	____	____	____
F. Undecided or no Preference for a Particular Course of Study	____	____	____
Totals	____	____	____

Group Analysis of Vocational Course Selection

Vocational Course	FIRST CHOICE			SECOND CHOICE
	Consistent Total	Inconsistent Total	Total "C" and "I"	No consistent check needed Total
BUSINESS & OFFICE				
1. Bookkeeping & Acctg.				
2. General Clerical				
3. Stenographic				
4. Data Processing				
DISTRIBUTIVE EDUCATION				
5. Retail				
6. Wholesale				
7. Ser. Establishments				
HOME ECONOMICS				
8. Child Care				
9. Food Service				
10. Clothing Service				
11. Nursing&Rest Home Aide				
12. Homemaker's Asst.				

OVER

Group Analysis of Vocational Course Selection (Continued)

Vocational Course	FIRST CHOICE			SECOND CHOICE
	Consistent Total	Inconsistent Total	Total "C" and "I"	No consistent check needed Total
AGRICULTURE				
13. Production Agriculture				
14. Agric. Equip. & Mech.				
15. Agric. Business & Ser.				
16. Prod. Horticulture				
17. Prod. Proc. & Marketing				
18. Greenhouse Operation				
19. Floristry				
20. Landscaping & Nursery				
21. Turf Management				
22. Garden Center Ops.				
TRADE & INDUSTRIAL EDUC.				
23. Auto Mechanics				
24. Auto Body&Fender Repair				
25. Beauty Operator				
26. Bldg. Mainten. Mech.				
27. Carpenter				
28. Commercial Art				
29. Com. Cooking&Baking				
30. Dental Assistant				
31. Diesel Engine Mech.				
32. Draftsman				
33. Electrician				
34. Fabric Service				
35. Furn. Upholstery&Repair				
36. Indust. Laboratory Asst.				
37. Machinist				
38. Mach. Main.&Ser. Mech.				
39. Medical Laboratory Asst.				
40. Nurse's Aide&Practical N.				
41. Printing				
42. Refrig.&Heating Ser.				
43. Radio&TV - Electronics				
44. Tailoring & Dressmaking				
45. Utility & Appli. Mech.				
46. Welding & Sheetmetal				
47. Other				
48.			No Second Choice	

STUDENT VOCATIONAL SURVEY RESULTS

	School _____ S	J	T	%	School _____ S	J	T	%
A. Vocational Training								
B. Vocational Training and College Plans								
C. Voc. Tr. and Non-College Educ. Plans								
D. College								
E. Educ. and Tr. Other than College								
F. Undecided or No Course Preference								
Total								

Vocational Course Selection

	1st Choice C	I	T	2nd Choice	1st Choice C	I	T	2nd Choice
1. Bookkeeping and Accounting								
2. General Clerical								
3. Stenographic								
4. Data Processing								
5. Retail								
6. Wholesale								
7. Service Establishments								
8. Child Care								
9. Food Service								
10. Clothing Service								
11. Nursing and Rest Home Aide								
12. Homemaker's Assistant								
13. Production Agriculture								
14. Agriculture Equipment and Mechanics								
15. Agriculture Business and Services								
16. Production Horticulture								
17. Produce Processing and Marketing								
18. Greenhouse Operation								
19. Floristry								
20. Landscaping and Nursery								
21. Turf Management								
22. Garden Center Operations								
23. Auto Mechanics								
24. Auto Body and Fender Repair								
25. Beauty Operator (Cosmetology)								
26. Building Maintenance Mechanic								
27. Carpenter								
28. Commercial Art								
29. Commercial Cooking and Baking								
30. Dental Assistant								
31. Diesel Engine Mechanic								
32. Draftsman								
33. Electrician								
34. Fabric Service								
35. Furniture Upholstery and Repair								
36. Industrial Laboratory Assistant								
37. Machinist								
38. Machinery Maintenance and Service Mechanic								
39. Medical Laboratory Assistant								
40. Nurse's Aide and Practical Nursing								
41. Printing								
42. Refrigeration and Heating Service								
43. Radio and Television - Electronics								
44. Tailoring and Dressmaking								
45. Utility and Appliance Mechanic								
46. Welding and Sheetmetal								
47. Other								
48. No Second Choice								

STUDENT VOCATIONAL INTEREST SUMMARY
(Banquet Report)

The opening phase of the study was the administration of the Student Vocational Interest Questionnaire to all tenth and eleventh grade students. The purpose of the questionnaire was to obtain an estimate of (1) students' plans for employment or further schooling after high school; (2) vocations which students think they might like to enter; and (3) the number of students who would have desired specific vocational courses if they were offered as part of their high school curriculum.

Preliminary to the administration of the questionnaire, orientation programs were presented to the students for the purpose of acquainting them with the specific areas of vocational education and the purpose of the survey questionnaire.

The questionnaires were administered and tabulated. The results were compiled to show the distribution of interest in vocational education courses and the educational plans of students by grade level, local school, and total. The following table presents the information provided by the _____ students surveyed.

STUDENT VOCATIONAL INTEREST

1. _____ students (%) indicated interest in vocational education.
   a) _____ students (%) indicated a desire for vocational training and have no plans to attend college or further education after high school.
   b) _____ students (%) indicated a desire for vocational training and also have plans to attend college.
   c) _____ students (%) indicated a desire for vocational training and also have plans for further education or training other than college.

2. _____ students (%) are planning to attend college.
   a) _____ students (%) indicating interest in vocational training, are making college plans.
   b) _____ students (%) indicated college plans and have no desire for vocational training.

3. _____ students (%) indicated plans for further education or training after high school other than college.
   a) _____ students (%) indicated a desire for vocational training and also have plans for further education or training other than college.
   b) _____ students (%) indicated plans for further education or training after high school other than college and have no desire for vocational training.

4. _____ students (%) were undecided or had no preference for a particular course of study in high school.

STUDENT COURSE SELECTION	1ST CHOICE	2ND CHOICE
BUSINESS AND OFFICE		
1. Bookkeeping and Accounting		
2. General Clerical		
3. Stenographic		
4. Data Processing		
DISTRIBUTIVE EDUCATION		
5. Retail		
6. Wholesale		
7. Service Establishments		
HOME ECONOMICS		
8. Child Care		
9. Food Service		
10. Clothing Service		
11. Nursing and Rest Home Aide		
12. Homemaker's Assistant		
AGRICULTURE		
13. Production Agriculture		
14. Agriculture Equipment and Mechanics		
15. Agriculture Business and Services		
16. Production Horticulture		
17. Produce Processing and Marketing		
18. Greenhouse Operation		
19. Floristry		
20. Landscaping and Nursery		
21. Turf Management		
22. Garden Center Operations		
TRADE AND INDUSTRIAL EDUCATION		
23. Auto Mechanics		
24. Auto Body and Fender Repair		
25. Beauty Operator (Cosmetology)		
26. Building Maintenance Mechanic		
27. Carpenter		
28. Commercial Art		
29. Commercial Cooking and Baking		
30. Dental Assistant		
31. Diesel Engine Mechanic		
32. Draftsman		
33. Electrician		
34. Fabric Service		
35. Furniture Upholstery and Repair		
36. Industrial Laboratory Assistant		
37. Machinist		
38. Machinery Maintenance and Service Mechanic		
39. Medical Laboratory Assistant		
40. Nurse's Aide and Practical Nursing		
41. Printing		
42. Refrigeration and Heating Service		
43. Radio and Television - Electronics		
44. Tailoring and Dressmaking		
45. Utility and Appliance Mechanic		
46. Welding and Sheetmetal		
47. Other		
48.	No Second Choice	

APPENDIX

	Page
Student Vocational Interest Questionnaire	1
Student Vocational Interest Questionnaire Answer Sheet	8
Interpretation Key	9
Suggestions for Using Questionnaire	11
Overview of Vocational Education Community Survey	15
Sample Public Relations Articles and School Announcements	18

STUDENT VOCATIONAL INTEREST QUESTIONNAIRE

Your school and community are interested in helping students do the best possible job of choosing and preparing for a field of work in line with their abilities and interests and in which they will have a reasonable opportunity for employment. With the information you furnish and information about job opportunities, your school should be able to do more to help students make wise vocational choices and plans.

This questionnaire is divided into two parts, the Activity Interest Section and the Training and Vocational Choice Record. The purpose of the Activity Interest Section is to determine what activities you like, dislike, or are unsure about. The Training and Vocational Choice Record is to obtain information about your educational and vocational plans.

INSTRUCTIONS

A. A separate answer sheet should be used to mark responses to interest items included in this questionnaire booklet. Please do not mark in the booklet.

B. Read carefully each interest item listed and respond to them on the separate answer sheet if you:

	L	?	D	
1.	●	○	○	like the activity
2.	○	●	○	are not sure if activity is liked or disliked
3.	○	○	●	dislike the activity

C. After you have responded to the 200 interest items, complete the Training and Vocational Choice Record on the back of the answer sheet.

1. Working with business records, such as sales slips, receipts, bills, records and amount of goods purchased or work done.

2. Helping in the supervision of children's activities.

3. Buying merchandise to be resold in a retail or wholesale business.

4. Operating adding machines and calculators.

5. Helping to care for an elderly person in performing personal services.

6. Acting as a receptionist.

7. Displaying horticultural plants including flowering ornamental and vegetable plants.

8. Planning and organizing household activities and managing a home.

9. Taking the responsibility of caring for children while parents are at work.

10. Working in a print shop or publishing company.

11. Sorting, indexing, and assembling papers and other written records.

12. Operating a sewing machine.

13. Collecting information to compile reports.

14. Selecting, storing, and displaying of fresh fruits and vegetables.

15. Arranging food so that it is attractive and appetizing.

16. Accepting deposits or loan payments as a teller in a bank.

17. Taking apart mechanical things and putting them back together again.

18. Reading instructions or interpreting rough sketches to help plan sheetmetal objects.

19. Treating animals for diseases and parasites.

20. Cleaning a house.

21. Contracting many retail and wholesale businesses to show merchandise.

22. Working on engine ignition and carburetion systems.

23. Laying out designs on sheetmetal.

24. Carrying trays, cleaning utensils and assisting nurses in caring for patients.

25. Working with ideas such as planning, designing, drawing, or writing.

26. Studying ways of increasing the profits from farm crops.

27. Finding out what profit or losses a business makes.

28. Setting a table and serving food correctly.

29. Managing a retail, wholesale, or service establishment.

30. Serving meals to persons who are ill.

31. Cleaning, pressing and mending clothing.

32. Figuring out arithmetic problems using multiplications, divisions, squares and square roots.

33. Advising customers on the use of chemicals for weed and insect control.

34. Leading groups of children in their activities such as games, crafts and sports.

35. Operating a printing press.

36. Teaching simple games and songs to young children.

37. Working on furnaces and air conditioners.

38. Writing letters for and reading to an elderly or ill person.

39. Grading fresh fruits and vegetables.

40. Taking dictation in shorthand or on a shorthand machine.

41. Helping children to get along with other children.

42. Examining mechanical equipment for wear or damaged parts to determined repair needs.

43. Helping to prepare and serve foods.

44. Cutting and shaping metal objects or parts using handtools and machines.

45. Helping people to choose new merchandise wisely.

46. Greasing and oiling machines.

47. Selling various items of merchandise or service such as automobiles, clothing, electrical appliances, insurance, etc.

48. Planning an electrical system for buildings.

49. Working on a job that requires strength and active movements.

50. Taking orders and serving food in a restaurant.

51. Planning menus and preparing meals.

52. Helping prepare special diets for a patient.

53. Copying long lists of numbers and checking to be sure they are copied right.

54. Helping in the care of young children in a nursery school.

55. Supervising other employees in a retail, wholesale, or service establishment.

56. Copying figures or words neatly and orderly.

57. Setting type by hand or machine for printing or working with sizes, styles and spacing type.

58. Visiting persons who are ill.

59. Advising concerning identification of plants, insects, and diseases.

60. Working with people.

61. Working in an office.

62. Planning the arrangement of pictures or printing articles on a page to make it look attractive.

63. Reading stories to children.

64. Preparing fruit and vegetables for marketing including trimming, washing, and packaging.

65. Operating keypunch machines.

66. Baking pies, cakes, and pastries.

67. Interviewing people applying for a charge account in retail or wholesale businesses.

68. Repairing or replacing worn or damaged motor or other mechanical parts of an automobile or diesel truck.

69. Operating welding equipment.

70. Sewing by hand.

71. Reading about new developments in textiles and new fashions.

72. Giving permanents and other treatment for women's hair.

73. Informing customers what an article of merchandise or service will do for them.

74. Caring for children in a private home.

75. Making clothes for others.

76. Working with doctors and nurses to help sick people.

77. Typing letters and reports.

78. Arranging attractive displays of merchandise.

79. Helping farmers in preparing an economical feeding program for their livestock.

80. Filing written reports alphabetically or according to subject matter.

81. Using electric household appliances.

82. Proof reading printed copy.

83. Explaining uses of new products or services to people.

84. Displaying and selling home and garden plants, shrubs, and equipment.

85. Operating office machines.

86. Typing from a dictation machine.

87. Selecting seed and maintaining turf grasses.

88. Fitting and altering garments.

89. Receiving, inspecting, weighing, and handling fruit or vegetable products.

90. Figuring out logical and orderly steps to work problems.

91. Shopping for food.

92. Tuning up motors to see that they are running right.

93. Helping people to select goods or services.

94. Working with decorators.

95. Reading and trying out new recipes.

96. Giving manicure and hand care treatments.

97. Developing advertisements to sell merchandise or services.

98. Doing laundry and ironing.

99. Working with my hands.

100. Shopping for patterns and fabrics.

101. Receiving, checking purchase orders against invoices and storing supplies for resale.

102. Testing radio and television sets.

103. Working outdoors.

104. Constructing and using plant growing structures such as greenhouses.

105. Making chemical laboratory experiments.

106. Working in a scientific laboratory.

107. Using hand and power tools.

108. Making calculations to determine angles, curves, or shapes of small wooden parts.

109. Repairing and maintaining garden tractors and lawn equipment.

110. Changing fuses and fixing short circuits.

111. Keeping machinery in a factory in operation.

112. Studying the theory of electricity including direct and alternating current, volts, amperes, ohms, etc.

113. Supervising crews in the sodding and seeding of lawn areas.

114. Studying consumer preferences.

115. Working in a dentist's laboratory.

116. Working in factory, garage, or workshop.

117. Running machines that cut or grind small shavings from metal parts.

118. Keeping experiment records, charts and graphs.

119. Supervising the preparation and sale of floral products.

120. Working with a microscope to study minute objects.

121. Operating metal working machines such as engine lathes, milling machines, power hacksaws, grinders and shapers.

122. Feeding and caring for livestock.

123. Repairing furniture.

124. Studying ways of increasing the profits from livestock.

125. Shaping metal parts from blueprints and specifications.

126. Finishing or refinishing fine wood surfaces using shellac, stains, varnishes, and other wood finishing materials.

127. Working in a bakery.

128. Helping farmers to determine the machinery needs for their farm business.

129. Selecting or designing hair styles.

130. Maintaining and repairing gasoline engines.

131. Creating posters and show cards to advertise products or events.

132. Cutting, tinting, and dyeing hair.

133. Studying soil characteristics.

134. Displaying garden store products.

135. Repairing bus, truck, tractor and heavy duty diesel engines.

136. Operating and maintaining special turf equipment such as mowers.

137. Growing and marketing flowers.

138. Assisting a dentist during treatment of patients.

139. Preparing and packaging flowers for sale.

140. Working in a service station or garage.

141. Developing and drawing up plans for the construction of a bridge or building.

142. Studying how plants grow.

143. Working with lumber, paints, masonry, building materials, etc.

144. Preparing landscape plans for home or public grounds.

145. Working in a cleaning and pressing establishment.

146. Working the mathematical problems necessary to draw things to scale.

147. Working with wood, fabrics and leather.

148. Operating machinery or equipment.

149. Giving first aid treatment.

150. Pruning, fertilizing, and caring for ornamental shrubs and shade trees.

151. Using carpenter's tools to perform general carpentry work such as erecting wood building frames, laying floors, and installing wood trim.

152. Working from exact tracings or copies of plans or designs made by someone else.

153. Assembling or adjusting machinery and explaining to customers how a machine works.

154. Repairing or replacing defective parts in radio or television sets.

155. Giving skin beauty treatments.

156. Recognizing and controlling plant insects and diseases.

157. Designing and preparing diagrams and sketches for publications and exhibitions.

158. Designing lawn areas for commercial concerns such as golf course, parks, factories, etc.

159. Identifying shrubs and trees.

160. Working on a job that is active and requires the use of math problems, formulas and bookkeeping procedures.

161. Repairing damaged automobiles by replacing broken body parts and pounding out dents.

162. Working with projects that control soil erosion.

163. Assisting in the preparation of foods in quantity.

164. Designing and making floral displays.

165. Working with gauges and tools that make very fine measurements.

166. Running lathes, drill presses, and other machine shop equipment.

167. Working with laundry and dry cleaning equipment.

168. Studying the effect of different fertilizers.

169. Supervising the selection and planting of ornamental shrubs and shade trees.

170. Working on a job that requires very delicate hand movements and very close inspection and precision.

171. Assembling electrical equipment or motors.

172. Growing and marketing of nursery and greenhouse produce.

173. Drawing things to exact scale.

174. Working as a nurses aide in a hospital or as a practical nurse at home.

175. Advising customers concerning fertilizing and control of insects and diseases of plants, shrubs, and trees.

176. Giving shampoo and scalp treatments.

177. Replacing or repairing worn or damaged parts of wooden structures, such as window or door frames, steps, beams or scaffolds.

178. Working from blueprints.

179. Wiring, splicing, soldering and installing electrical connections.

180. Supervising the transplanting of nursery crops.

181. Installing and adjusting automatic equipment.

182. Illustrating stories, advertisements or articles in books.

183. Designing and installing drainage systems for lawn areas or golf greens.

184. Developing new kinds of flowering plants through controlled breeding techniques.

185. Lettering signs or posters and advertising copy for magazines or newspapers.

186. Taking and developing dental X-rays.

187. Designing machinery and mechanical or electrical equipment.

188. Improving livestock production through animal selection and breeding programs.

189. Making corsages.

190. Painting and refinishing automobiles or repaired body sections.

191. Laying out and caring for flowers and shrub gardens.

192. Repairing electrical stoves, vacuum cleaners, fans and motors.

193. Working with cooking ingredients.

194. Making an analysis of soil to determine specific fertilizer needs.

195. Planning wiring diagrams and installing electrical wiring circuits, outlets and fixtures.

196. Making experiments using principles of physics.

197. Working in cloth and fabrics.

198. Identifying and using plants for the landscaping of homes and public buildings and grounds.

199. Repairing buildings.

200. Using drafting tools to prepare detailed plans and drawings of things to be built.

STUDENT VOCATIONAL INTEREST QUESTIONNAIRE

Name _____ Sex _____ (M or F)

School _____ Grade _____

DO NOT WRITE IN THIS SPACE			
A ___ D ___ B ___ E ___ C ___ F ___	1st choice ___ 2nd choice ___	L ___ ? ___ D ___	C I

	L	?	D
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Form 1 - 10-65 - R

Division of Guidance and Testing, 751 Northwest Boulevard, Columbus, Ohio 43212

TRAINING AND VOCATIONAL CHOICE RECORD

The main purpose of vocational courses in a high school is to help young people prepare for beginning employment in a particular field of work. Your answers to the following questions will help your school to plan the best possible high school courses for students whether they plan to go to work immediately after graduation or go on to college Please answer them as completely and accurately as possible.

WHAT ARE YOUR PLANS? In each of the following, check the one answer which best applies to you.

1. I have:
   - ____ a. A definite plan for my life work.
   - ____ b. Sort of a plan.
   - ____ c. No idea of what I want to do or be.

2. My parents:
   - ____ a. Know of my plans and agree.
   - ____ b. Know of my plans but disagree.
   - ____ c. Do not know of my plans.

3. I plan to stay in high school until I graduate.
   - ____ a. Yes.
   - ____ b. No.

4. I am planning to go to college:
   - ____ a. Yes.
   - ____ b. No.

5. I am planning some further training after high school other than college. (Examples: nurse's training, business school, technical school, etc.)
   - ____ a. Yes.
   - ____ b. No.

6. I would like to have the opportunity to take some vocational training in high school.
   - ____ a. Yes.
   - ____ b. No.

If your answer to question 6 is "*Yes*," indicate your course choice by writing "1" on the line in front of your first choice and "2" on the line in front of your second choice.

(Do not indicate more than one first choice and one second choice.)

BUSINESS AND OFFICE EDUCATION

____ 1. Bookkeeping and Accounting
____ 2. General Clerical
____ 3. Stenographic
____ 4. Data Processing

DISTRIBUTIVE EDUCATION

____ 5. Retail
____ 6. Wholesale
____ 7. Service Establishments

HOME ECONOMICS

____ 8. Child Care
____ 9. Food Service
____ 10. Clothing Service
____ 11. Nursing and Rest Home Aide
____ 12. Homemaker's Assistant

AGRICULTURE

____ 13. Production Agriculture
____ 14. Agriculture Equipment and Mechanics
____ 15. Agriculture Business and Services
____ 16. Production Horticulture
____ 17. Produce Processing and Marketing
____ 18. Greenhouse Operation
____ 19. Floristry
____ 20. Landscaping and Nursery
____ 21. Turf Management
____ 22. Garden Center Operations

TRADE AND INDUSTRIAL EDUCATION

____ 23. Auto Mechanics
____ 24. Auto Body and Fender Repair
____ 25. Beauty Operator (Cosmetology)
____ 26. Building Maintenance Mechanic
____ 27. Carpenter
____ 28. Commercial Art
____ 29. Commercial Cooking and Baking
____ 30. Dental Assistant
____ 31. Diesel Engine Mechanic
____ 32. Draftsman
____ 33. Electrician
____ 34. Fabric Service
____ 35. Furniture Upholstery and Repair
____ 36. Industrial Laboratory Assistant
____ 37. Machinist
____ 38. Machinery Maintenance and Service Mechanic
____ 39. Medical Laboratory Assistant
____ 40. Nurse's Aide and Practical Nursing
____ 41. Printing
____ 42. Refrigeration and Heating Service
____ 43. Radio and Television - Electronics
____ 44. Tailoring and Dressmaking
____ 45. Utility and Appliance Mechanic
____ 46. Welding and Sheetmetal

I would be interested in taking a vocational course not listed. It is _____

STUDENT INTEREST QUESTIONNAIRE INTERPRETATION KEY

VOCATIONAL COURSE	ITEMS PERTAINING TO COURSE

Business and Office Education

1. Bookkeeping and Accounting - 1, 4, 27, 53, 56, 61, 85, 160.
2. General Clerical - 1, 6, 11, 13, 56, 60, 61, 77, 80, 85, 86.
3. Stenographic - 1, 6, 40, 60, 61, 77, 85, 86.
4. Data Processing - 1, 11, 13, 32, 53, 61, 65, 85, 90, 160.

Distributive Education

5. Retail
6. Wholesale
7. Service Establishments

} 1, 3, 6, 14, 21, 29, 45, 47, 55, 60, 64, 67, 73, 78, 83, 93, 97, 101, 114, 119, 131, 140.

Home Economics

8. Child Care - 2, 9, 27, 29, 34, 36, 41, 54, 60, 63, 74, 90, 182.
9. Food Service - 6, 15, 27, 28, 29, 30, 39, 43, 50,51, 52, 55, 60, 66, 78, 83, 89, 90, 91, 94, 95, 99, 101, 114, 127, 163, 193.
10. Clothing Service - 1, 12, 26, 27, 29, 31, 48, 60, 70, 71, 75, 78, 88, 90, 99, 100, 114, 126, 131, 145, 167, 170, 197.
11. Nursing & Rest Home Aide - 5, 24, 27, 29, 30, 38, 52, 58, 60, 76, 99, 127, 149, 174.
12. Homemaker's Assistant - 8, 20, 27, 60, 90, 91, 94, 99, 124.

Agriculture

13. Production Agriculture - 19, 26, 48, 49, 59, 90, 99, 103, 105, 107, 110, 118, 120, 122, 124, 130, 142, 148, 156, 162, 168, 179, 181, 188, 194.
14. Agric. Equip. & Mech. - 17, 22, 32, 42, 46, 69, 90, 92, 99, 101, 107, 116, 128, 130, 148, 153, 181, 196.
15. Agric. Bus, & Ser. - 1, 27, 33, 59, 60, 73, 78, 79, 83, 93, 99, 101, 109, 156, 160, 168, 175, 194.
16. Production Horticulture - 59, 99, 103, 104, 118, 120, 133, 142, 150, 156, 168, 172, 184, 194.
17. Produce Processing & Marketing - 14, 39, 64, 89, 99, 114.
18. Greenhouse Operation - 59, 99, 104, 105, 137, 142, 156, 168, 172, 184, 194.
19. Floristry - 99, 119, 137, 139, 164, 184, 189.
20. Landscaping & Nursery - 59, 99, 103, 107, 109, 130, 144, 148, 150, 156,158, 159, 169, 172, 175, 180, 191, 198.
21. Turf Management - 87, 99, 103, 113, 130, 133, 136, 156, 158, 183, 194.
22. Garden Center Operations - 7, 33, 73, 84, 99, 109, 130, 134, 159, 175.

STUDENT INTEREST QUESTIONNAIRE INTERPRETATION KEY (Continued)

VOCATIONAL COURSE	ITEMS PERTAINING TO COURSE

Trade and Industrial Education

23. Auto Mechanics - 17, 22, 42, 46, 49, 68, 92, 99, 107, 116, 130, 140, 148.
24. Auto Body and Fender Repair - 49, 99, 107, 116, 140, 148, 161, 190.
25. Beauty Operator (Cosmetology) - 60, 72, 96, 99, 129, 132, 155, 176.
26. Building Maintenance Mechanic - 18, 23, 49, 99, 107, 110, 126, 143, 148, 151, 152, 177, 178, 195, 199.
27. Carpenter - 49, 99, 107, 108, 126, 148, 151, 152, 177, 178.
28. Commercial Art - 25, 99, 131, 157, 182, 185.
29. Commercial Cooking and Baking - 15, 51, 60, 66, 99, 127, 163, 193.
30. Dental Assistant - 49, 60, 99, 115, 138, 186.
31. Diesel Engine Mechanic - 17, 22, 46, 49, 68, 92, 99, 107, 116, 117, 135, 165, 166.
32. Draftsman - 25, 99, 141, 146, 152, 173, 178, 187, 200.
33. Electrician - 99, 110, 112, 170, 171, 179, 192, 195.
34. Fabric Service - 31, 49, 99, 116, 145, 167, 197.
35. Furniture Upholstery and Repair - 25, 94, 99, 107, 116, 123, 126, 147.
36. Industrial Laboratory Assistant - 99, 105, 106, 118, 120, 196.
37. Machinist - 49, 121, 125, 165, 166, 178.
38. Machinery Mainten. & Service Mechanic - 17, 44, 46, 49, 69, 92, 99, 107, 111, 116, 117, 152, 165, 166, 178.
39. Medical Laboratory Assistant - 76, 99, 105, 106, 118, 120.
40. Nurse's Aide & Practical Nursing - 24, 38, 49, 52, 58, 60, 76, 99, 149, 174.
41. Printing - 10, 35, 57, 82, 99.
42. Refrigeration and Heating Service - 17, 18, 23, 37, 42, 46, 49, 69, 110, 165, 179.
43. Radio and Television - Electronics - 99, 102, 110, 112, 154, 160, 170, 179.
44. Tailoring and Dressmaking - 12, 25, 71, 75, 99, 116.
45. Utility and Appliance Mechanic - 17, 42, 49, 99, 107, 178, 179, 192, 195.
46. Welding and Sheetmetal - 18, 23, 44, 49, 69, 99, 116, 117, 121, 125, 178.

SUGGESTIONS FOR USING
THE
STUDENT VOCATIONAL INTEREST QUESTIONNAIRE

The Student Vocational Interest Questionnaire has been developed as a proposed pattern which schools may wish to adapt for local use. It should not be considered as a substitute for standardized Vocational Interest Inventories. However, it may be used:

1. As an aid to students in thinking about vocational interests preparatory to selecting their high school courses. In this instance, it is primarily a guidance tool which can be used for individual counseling or group discussion with students interested in considering vocational courses.

2. As an instrument for simple research to determined vocational curriculum needs as indicated by student interest in fields of work which might be included in the local vocational education program.

It is not planned to reproduce the Student Vocational Interest Questionnaire in quantity for local school use, since the items in the check list and also the vocational courses listed in the choice record should be modified to fit local situations, depending on courses which may be available or under consideration.

Although the technique may be worthwhile, the content of the Student Vocational Interest Questionnaire does not make it of particular value for use by students who are definitely planning to go to college. The addition of check list items covering professional and technical vocations would be necessary for this expanded use:

I. Use as an Aid in High School Course Selection

   A. Administer the Student Vocational Interest Questionnaire to all students interested in considering a vocational course in high school.

      1. This should normally be done as one part of an organized school program to help students in their educational planning - during their last year in junior high school or at the time they normally make their choices concerning majors and minors.

      2. It can also be used on an individual basis with the boy or girl who want to change his course of study.

      3. The questionnaire can be administered.

a) As a group project - to be completed during a class period and used as a basis for groups discussion prior to course selection.

b) As a "take-home" project - to be completed by the student and returned for individual counseling or group discussion.

B. Interpret the questionnaire, either through group discussion, individual counseling, or both. Major factors for consideration in interpreting the questionnaire are:

1. It is not a standardized interest inventory but merely a means of recording felt interests. Its chief values are:

   a) to stimulate further investigation,

   b) to serve as a basis for group discussion,

   c) to provide background information for educational and vocational counseling prior to course selection.

2. Groups of items generally point in the direction of certain fields of work or vocational courses. To the extent possible, items relating to a specific field are grouped. However, there is some overlapping. The Interpretation Key indicates all items having major significance for each vocational area covered.

3. The pattern of items checked within any group is important. Not all items need be checked since several areas are quite broad.

4. Strong patterns in several fields can be expected frequently, since many pupils have interests in more than one field. This questionnaire will <u>not</u> do the selecting. It is only one means of stimulating thinking as a basis for decision making.

5. Care should be taken to locate inconsistencies and to utilize them in discussion or counseling sessions. For example, a boy who checks Welding in the Training and Vocational choice record and fails to check interest items related to Welding (see Key) definitely needs further information and assistance in his final course selection.

6. Consistency between interest checked and vocational course desired is no guarantee that the choice is a wise one. Many other factors must be considered, including the students' school record, aptitudes, and other evidence of ability to profit from the instruction, and reasonable opportunity for employment. Although it may be an important one, this instrument is only one of many factors which must be used in helping the individual plan his school program.

II. Use as an Instrument to Aid in Determining Vocational Curriculum Needs.

Various factors must be considered by any school planning to expand vocational course offerings. Important among these are (1) the occupational pattern of the community, (2) long range local employment trends and other indicators of "reasonable opportunity for employment", (3) the jobs held by former students as determined by follow-up studies, (4) the feasibility of high school vocational training for the occupations in question, and (5) the interest of high school pupils in securing such training.

This technique will furnish information only on the last of these five factors and may be employed as follows:

A. Administer the Student Vocational Interest Questionnaire to all students in selected classes.

1. Groups to be covered would normally be the 10th and 11th grades.

2. The 12th grade might also be included in order to increase the number of responses available for study.

3. Schools offering or considering courses in vocational agriculture or homemaking which are open to high school freshmen may wish to include the 8th and 9th grades in such a survey.

B. Interpret group data obtained. At best, the data obtained from an analysis of this type can be considered only a very rough predicator of possible candidates for a vocational course. Several cautions must be kept constantly in mind:

1. Some students will check more than one course and cannot enroll in more than one.

2. Students who check courses which are not consistent with their checked interests may change their response when given an opportunity for group discussion or individual counseling.

3. Even some of those whose course choices are consistent with check list items, may alter their choices, particularly if a sound information and guidance program has not preceded their completion of the questionnaire.

4. When a number of school classes is included in such study, the time factor between completion of the questionnaire and actual enrollment in a course will alter individual choices. Vocations or vocational courses which look particularly interesting to freshmen or sophomores may no longer be of interest to them as they enter their senior year. On the other hand, the student who, as a freshman or sophomore, planned in terms of going on to college, may find by his junior year that personal reasons, interests, or a change of vocational choice make it logical for him to transfer to a vocational course.

C. Utilize Questionnaires on an individual basis. Although the primary purpose for using the Student Vocational Interest Questionnaire may, in some instances, be for research purposes as outlined above, the individual questionnaire still has significant guidance value and may be put to several other uses. It may be:

1. Returned to the student for discussion in group guidance courses or other classes or groups set up for the purpose of course planning or guidance.

2. Turned over to the counselor or other persons responsible for the educational guidance of the student in question.

3. Filed in the individual's cumulative record folder for subsequent use in course planning and guidance.

As a final caution, it is again stressed that stated interest on the part of student is only one of the factors which should be considered when planning to increase vocational course offerings. Other important considerations have been identified in the first paragraph under B above.

AN OVERVIEW

PROCEDURES FOR CONDUCTING A VOCATIONAL EDUCATION COMMUNITY SURVEY

All surveys are individually tailored for each school system and will include Guidance and one or more of the services of the following vocational education areas:

1. Agriculture
2. Business
3. Distributive
4. Home Economics
5. Trade and Industrial

I. STEPS IN INITIATING A SURVEY

A. Expression of local interest by Superintendent of Schools
   1. Communication of this interest on form provided and referred to the State Director of Vocational Education by the local Superintendent of Schools.
      a) Director of Vocational Education to notify the Vocational Services involved.

B. The Director of Vocational Education to designate a vocational staff member to serve as Survey Coordinator and to assume the State's responsibilities for the arrangements and details of each survey.

C. A briefing meeting will be held to inform administrators about vocational education programs in Ohio and the procedures of making a local survey.

D. Administrators are responsible for informing their boards of education.

E. A planning meeting will be scheduled for the districts requesting a vocational survey. This request should be made by the board of education.

II. SURVEY PLANNING MEETING

A. Initial planning meeting with the local Superintendent
   1. In attendance will be:
      a) A State representative from each Vocational Service participating, including the Survey Coordinator and a member of the Guidance Services staff.
      b) Key personnel from the local vocational, guidance, and administrative school staffs.
      c) If desired, community representation.

2. Orientation of school faculty.
   a) Responsibility of the local school administration, State staff services available upon request.

B. Topics for Discussion at Initial Meeting
   1. Schedule of dates:
      a) Student Orientation
      b) Administering Student Interest Questionnaire and follow-up study (conducted under direction of Division of Guidance and Testing)
      c) Scoring of Questionnaire
      d) Summarizing results
      e) Dinner meeting and survey session

   2. Number of schools and classes involved
   3. Method of student orientation
   4. Administrative, scoring, and evaluating procedures for Student Interest Questionnaire
   5. Occupational areas to be included
   6. Reporting of Questionnaire summary results
   7. Names of local industries, businesses, establishments, and other services to be involved in the survey:
      a) Letter of invitation and follow-up
   8. Organization of survey teams
   9. Dinner meeting
      a) Facilities and methods of finance
      b) Rooms needed for individual meetings
   10. Informing the public
   11. Designation of local person to serve as local survey coordinator for the local participation in the survey program

III. LOCAL STEPS PRIOR TO SURVEY MEETING

A. Guidance functions:
   1. Local school authorities administer Student Interest Questionnaire with the help of the Division of Guidance and Testing, State Department of Education.
   2. If included in survey, graduate follow-up study is conducted by local staff and coordinated by business education with analysis by State Guidance staff.

B. Letters are sent to representatives of the community businesses, industries, and organizations selected to participate in the survey. Included in this letter will be survey sheets on which the person contacted can list statistical information needed by the survey team.

C. Follow-up by post card, if time permits, and again by phone on the day of or before the survey dinner meeting to assure attendance at the meeting of the participants from the community.

D. Arrange for the dinner meeting and rooms needed for the individual meetings following the dinner.

E. Select and notify local staff personnel who will participate in the survey.

IV. SURVEY DINNER MEETING

A. Orientation session following dinner. (Under leadership of local school administrator.)

1. Introductions

2. Report on purpose of survey

3. Report on summary of Student Interest Questionnaire and follow-up study. (Representative of Division of Guidance and Testing will make this report.)

4. Direct group to divide according to the areas of vocational education

B. Sessions by Vocational Services (Vocational Division personnel will conduct these sessions).

1. Description of program under consideration

2. Conference group sessions to obtain information needed from community representatives. (A representative of the State staff and local school staff will meet with each group.)

V. COMPILATION OF THE FINAL REPORT

A. Each individual service is responsible for preparing its section of the report.

B. A typed copy of the report is to be submitted to the Director's office for approval, prior to the cutting of stencils before publication of the final report. A meeting may be called by the Director to discuss recommendations.

C. Each service is responsible for preparing memorandum stencils of its approved report.

D. The State Survey Coordinator is responsible for compiling the introductory material and publication of the final report to be completed approximately one month after the date of the survey.

FURTHER INFORMATION: Refer to 1960 Reprint, "Let's Find Out," published by The Division of Vocational Education, State Department of Education, Columbus, Ohio.

(Newspaper Article)

VOCATIONAL SURVEY - COUNSELOR ORIENTATION MEETING

School counselors from (survey area) met with representatives of the Division of Guidance and Testing at (location) school for a training session in the use of the Student Vocational Interest Survey which is designed to reveal the vocational interests of students. After viewing a filmstrip explaining vocational education, students in the 10th and 11th grades completed the Student Vocational Interest Questionnaire. Following lunch in the school cafeteria, the counselors learned the mechanics of scoring and tabulating the results of the questionnaire. (name), school counselor at (school), who is responsible for coordinating the guidance activities of this survey, distributed to the counselors the materials necessary for this research. Plans have been made to complete the survey by (date).

(Newspaper Article)

VOCATIONAL SURVEY - PLANNING SESSION

Educational leaders from (survey area) met today with representatives of The Division of Vocational Education and The Division of Guidance and Testing of the State Department of Education to arrange for a joint vocational school survey which will be conducted during the next several months. (name) was selected as the local chairman for the community survey and (name) was appointed as the coordiantor of the student interest survey. (name) of the Division of Vocational Education, State Department of Education, described the vocational survey procedures and explained to those present the importance of cooperation between school and community leaders.

The first step in the survey will be the assessment of the vocational interests of tenth and eleventh grade students. Then, local resources will be analyzed to determine the vocational needs of the community. A banquet for civic leaders will be held on (date) to give an overview of the survey, to report student interest results, and to gain additional information about local businesses and industries. Following the survey a report, including recommendations, will be made by the State Department of Education.

VOCATIONAL SURVEY - ANNOUNCEMENT
(to be made on public address system
the day of, or the day before the survey)

Our board of education has requested the State Department of Education to conduct a community survey to determine the need for vocational education in this county. As part of this survey, a vocational education orientation program will be presented to all sophomore and junior students (today) (tomorrow).

At the close of this program each student will be asked to complete a questionnaire concerning his or her interests and career plans. With the information you furnish, and information about job opportunities which we can obtain from people in the community, your school should be better able to do more to help students make wise vocational choices and plans. It will also help us to determine if additional vocational courses should be offered in our high school.

All sophomores and juniors should meet in the (location) beginning at (time). Don't forget to bring a soft lead pencil. (If a writing surface is not available ask students to bring a notebook or other suitable writing surface.)